

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
School Name	Silver Creek High	District Name	East Side Union High
Principal	Ana Lomas	Superintendent	Esperanza Zendejas, Ed.D.
Street	3434 Silver Creek Road	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95121-1845	City, State, Zip	San Jose, CA 95133-1316
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School Description and Mission Statement

School Description

Located in the Evergreen Valley area of San Jose, Silver Creek's staff and parents have high academic expectations of students. Silver Creek's goal is to assist every student in achieving his/her maximum potential. Every student is exposed to a rigorous curriculum and graduates are prepared for college and/or the work place.

Mission Statement

The Mission of Silver Creek high School in partnership with family, community and industry is to provide all our students with equal access to a quality education in a safe, healthy, challenging and caring environment, empowering students to become critical thinkers and lifelong learners, who will interact cooperatively as socially responsible citizens in a multicultural and technical world.

Expected Schoolwide Learning Results

Lifelong Learners, Who:

- Develop and regularly evaluate their educational/career options, opportunities and goals
- Critically evaluate and take responsibility for their own learning
- Demonstrate employability skills
- Develop habits and tools that sustain learning throughout their life

EVIDENCED BY: developing of a 4 year learning plan, use of counselors and the Career and College Center for their future, participation in co-curricular and extra-curricular activities, enrollment data in post-secondary educational and career opportunities, participation in internships, CCOC classes, AP classes

and electives, Academies and Magnet students, alumni survey Healthy Start, Library, attendance, etc.

Effective Communicators, Who Demonstrate Their Knowledge and Understanding Through:

- Perceptive and articulate writing and speaking
- Ask and answer questions clearly and perceptively
- Perceptive listening and reading
- Articulate and presents ideas supported by research

EVIDENCED BY: Student presentations, projects and portfolios, NWEA pre and post testing, selected portions of CSTs, CAT-6, CELDLT, CAHSEE, course grades, demonstration of competency of course standards and ESLRs, common course assessments, development of course curriculum guides, maps etc.

Technologically Literate Learners, Who Effectively Use Technology and Computer Applications To

- Access information and solve problems using computer applications and technology
- Present information using multi-media

EVIDENCED BY: Student presentations, projects and portfolios, technology based learning in classrooms, computer and Internet usage at school and at home, observations and anecdotal evidence, etc.

Socially Responsible Members of Their Community, Who...

- Participate in school activities and community service opportunities
- Demonstrate respect for peers, staff and parents
- Participate in culturally diverse activities
- Demonstrate respect for the environment

EVIDENCED BY: Participation in school and community service and leadership activities, extra and co-curricular activities, attendance rates, discipline reports, substance abuse reports, suspensions and dropout, Healthy Start contacts, observations and anecdotal evidence, etc.

Critical Thinkers and Readers, Who...

- Analyze, evaluate and solve problems using information from a variety of sources and perspectives
- Demonstrate abstract thinking and reasoning skills
- Identify and solve problems working individually and in a group

EVIDENCED BY: projects, portfolios, presentations, performances, participation, fairs and contests; selected portions of CSTs, SAT-9, CAT-6, CAHSEE, proficiency examinations, common course unit and final examinations, course grades, etc.

Opportunities for Parental Involvement

Contact Person Name	Ana Lomas	Contact Person Phone Number	408.347.5610
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Silver Creek has a very active PTSA (Parent-Teacher-Student Association). They are involved with numerous student and staff activities and are constantly looking for more parents. The school believes that parents play a critical role in the education process and encourages parent involvement.

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	580
Grade 10	610
Grade 11	609
Grade 12	641
Ungraded Secondary	8
Total Enrollment	2448

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	118	4.8	Hispanic or Latino	753	30.8
American Indian or Alaska Native	5	0.2	Pacific Islander	27	1.1
Asian	999	40.8	White (Not Hispanic)	209	8.5
Filipino	337	13.8	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	September 2003	Date Last Discussed with Staff	May 2003
<p>The Silver Creek Safety Committee has developed a School Safety Plan and helps to monitor its implementation. This plan addresses all aspects of safety from violence prevention to earthquake preparedness. A safe and healthy campus environment has been a priority for many years and the focus remains on the physical and mental well-being of students and staff. Students are orderly and well-behaved and constantly receive praise for exhibiting mature demeanor and conduct.</p> <p>The Silver Creek Safety Plan was reviewed and changes made by the school safety team. It was reviewed with staff during staff meetings in October and May. Staff agreed to review safety procedures with students.</p>			

School Programs and Practices that Promote a Positive Learning Environment

Silver Creek has a written discipline plan that was developed by staff and parents in accordance with district policy. The plan is mailed to parents at the beginning of each school year. Special programs have been developed by the school to encourage appropriate student behavior. In surveys collected from students, parents and staff members Silver Creek has consistently been rated one of the safest campuses in the District and many students from other schools are interested in enrolling at Silver Creek because of our outstanding academic and extra-curricular programs.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	217	164	236	2101	2109	2621
Rate of Suspensions	8%	6.1%	9.6%	9%	9%	11.2%
Number of Expulsions	1	4	0	31	31	47
Rate of Expulsions	.0%	.1%	.0%	.1%	.1%	.2%

School Facilities

Silver Creek opened its doors in 1969 with a capacity for about 1,800 students and there are currently more than 2,400 students. The ten new portables installed for the renovation of the H building will remain in order to accommodate the excess enrollment. The exterior of the entire campus has been repainted and new landscaping has been added.

An all-weather track was added during the year and the 10th annual Hampton Philips Track Meet was held on campus for the first time. Also, the Class of 2000 became the first class in the school's history to graduate on our campus.

The Maintenance and Gardening staff do an outstanding job of keeping the classrooms and campus clean and the staff and students work cooperatively to provide a spirit of goodwill at Silver Creek.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts								
Proficient or Advanced	32	41	6	31	38	4	39	
Not Tested	4	2	8	4	3	6	3	
Mathematics								
Proficient or Advanced	21	22	11	24	20	6	22	
Not Tested	---	---	---	---	---	---	---	---
Science								
Proficient or Advanced	21	21	3	15	23	9	22	
Not Tested	---	---	---	---	---	---	---	---
History/Social Science								
Proficient or Advanced	37	33	8	33	36	6	37	
Not Tested	---	---	---	---	---	---	---	---

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	32	36	47	29	31	46	44	45	43
Mathematics	60	57	57	50	53	51	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	39		59	52	27	48	53
Mathematics	45		75	56	32	59	64

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	39	56	12	41	49	8	50	
Mathematics	56	58	28	56	57	14	61	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
9		41%	43%					60%	32%
10		47%	33%					69%	37%
11		9%	37%					45%	32%
12		7%	21%					25%	26%

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Class size in the East Side Union High School District varies by subject from an average of twenty or less in reading classes, ELD, and 9th grade Opportunity classes to forty-two or less in physical education. The specific class size by subject area is established by a contractual agreement between the East Side teachers' Association and the school district.

It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district.

The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three subject level preparations. Teachers with less than a full-time contract have a proportionately lower teaching load.

Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered world History, Sheltered Keyboarding and various ELD courses, Instructional Aides are provided through Special Education funds for all special Education classes. The district participates in the federal and state class size reduction programs enabling all ninth grade English classes to be loaded at a ratio of 20 to 1 and 9th grade math and science at 20 to 1 or 25 to 1.

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	95	96	98	Percent Tested	96	98	99
API Base Score	647	651	667	API Growth Score	647	660	660
Growth Target	8	7	7	Actual Growth	0	9	-7
Statewide Rank	6	6	6				
Similar Schools Rank	3	4	3				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Asian				Asian			
API Base Score	689	709	733	API Growth Score	708	732	738
Growth Target	6	6	6	Actual Growth	19	23	5
Filipino				Filipino			
API Base Score	666	684	699	API Growth Score	680	696	693
Growth Target	6	6	6	Actual Growth	14	12	-6
Hispanic or Latino				Hispanic or Latino			
API Base Score	555	546	559	API Growth Score	535	541	532
Growth Target	6	6	6	Actual Growth	-20	-5	-27
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	710	709	707	API Growth Score	708	719	710
Growth Target	6	6	6	Actual Growth	-2	10	3

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	584	591	605	API Growth Score	581	594	630
Growth Target	6	6	6	Actual Growth	-3	3	25

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District				
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003	
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	4	0	0	
Identified for Program Improvement (Title 1)	Yes	No	No	Percent of Schools Identified for Program Improvement	25.0	0.0	0.0	
Exited Title 1 Program Improvement	No	No	Yes					
Years Identified for Program Improvement	1	2						
California Programs	2001	2002	2003					
Eligible for Governor's Performance Award	No	No	No					
Eligible for II/USP	No	---	---					
Applied for II/USP Funding	No	---	---					

Received II/USP Funding	No	---	---	
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Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	Yes
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	Yes	---	---	Yes
Filipino	---	---	N/A	---	---	Yes
Hispanic or Latino	---	---	Yes	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	N/A	---	---	Yes
Socioeconomically Disadvantaged	---	---	Yes	---	---	Yes
English Learners	---	---	Yes	---	---	Yes
Students with Disabilities	---	---	N/A	---	---	No

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Enrollment (9-12)	2648	2612	2664	24577	24282	23664	1703492	1735576	1772417
Number of Dropouts	69	24	7	840	601	438	47282	47899	48454
Dropout Rate (1-year)	2.6	0.9	0.3	3.4	2.5	1.9	2.8	2.8	2.7
Graduation Rate	80.1	85.5	88.7	82.5	82.6	83.8	85.9	86.7	86.9

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Class size in the East Side Union High School District varies by subject from an average of twenty or less in reading classes, ELD, and 9th grade Opportunity classes to forty-two or less in physical education. The specific class size by subject area is established by a contractual agreement between the East Side teachers' Association and the school district.

It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district.

The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three subject level preparations. Teachers with less than a full-time contract have a proportionately lower teaching load.

Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered world History, Sheltered Keyboarding and various ELD courses, Instructional Aides are provided through Special Education funds for all special Education classes. The district participates in the federal and state class size reduction programs enabling all ninth grade English classes to be loaded at a ratio of 20 to 1 and 9th grade math and science at 20 to 1 or 25 to 1.

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2001				2002				2003			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.38	48	56	2	23.99	54	51	7	24.52	44	57	1
Mathematics	26.11	31	37	13	24.92	38	38	9	23.99	33	43	1
Science	28.21	4	53	18	27.18	9	57	13	26.89	18	41	17
Social Science	29.51	1	45	13	27.06	15	36	12	29.09	7	35	22

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	119	120	116
Teachers with Full Credential (full credential and teaching in subject area)	94	101	93
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	26	19	24
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	3	1	1

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

Of the 166 total teachers in 2002-2003, 93 were fully credentialed.

Teacher Evaluations

All teachers and staff are regularly evaluated. Teachers are observed and assisted by administrators. The principal and associate principals are required to provide formal written evaluations for permanent teachers every other year. Temporary and probationary teachers are evaluated annually.

The principal also evaluates the performance of the associate principals. The principal, in turn, is evaluated by the superintendent.

Substitute Teachers

The East Side Union High School District has developed a large pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers are sent to cover classes. However, to maintain the quality of the instructional program, every effort is made to minimize teacher absences.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	4
Librarian	1
Psychologist	1
Social Worker	1
Nurse	.1
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
3	888.00

VII. Curriculum and Instruction

School Instruction and Leadership

Silver Creek focuses on preparing students to be successful in high school, to achieve the best possible intellectual and personal development, and above all to graduate with skills that enable them to achieve success beyond the high school years.

The majority of students are truly interested in obtaining a good education and feel that Silver Creek is preparing them for the world of work and/or further education beyond high school.

The School provides a challenging and comprehensive academic curriculum, a variety of tutorial programs, career education, individualized and group counseling, and a variety of support systems for all students.

The school leaders and student representatives actively shape and promote the culture of the school focusing energies so that the school's purpose is to guide the everyday behavior of students and staff in the classroom.

The classroom experience at Silver Creek High School is considered to be the single most important facet of the students' education. The expectations for students are high. Students are encouraged to strive to meet the school academic standards in order to be eligible for graduation and for participation in extra curricular activities.

School leaders encourage students to strive for excellence in preparing for post-secondary education as well as participating in a variety of contests and activities that take place at school. The latter would include organizations such as CSF, NHF, MESA, University/College Opportunity Program, Upward Bound, VICA, Interact, Speech and a number of other academic clubs on campus.

Student absenteeism, academic progress and the dropout rate are continually being evaluated and a variety of strategies are utilized in order to make improvements in these areas. The number of students in advanced placement courses, honors courses and advanced courses have increased dramatically at Silver Creek High School. The image of Silver Creek High School is one of a safe and orderly educational institution which has a good reputation in its attendance area and the city.

Silver Creek High School emphasizes academic achievement and extra curricular activities. Student clubs have grown to fifty organizations this year. A number of noontime student activities have been developed in order to involve the student body as a whole in the student activity process.

Faculty members function in a professional climate of innovation and experimentation in order to pursue the school's mission and purpose with visible accomplishments through our academic and co-curricular activities. A variety of programs have been developed to help the at-risk, average and above average students.

In both the East Side Academy program and the Math lab at Silver Creek High School were awarded the Golden Bell Award from the California School Boards Association (CSBA) for outstanding curriculum programming. The CSBA Golden Bell Award symbolizes excellence in education by recognizing creative innovative curriculum programs throughout the state.

Professional Development

Silver Creek's staff development for the 2002-2003 school year consisted of three voluntary inservice days, two before school started and one in January, along with a number of short Wednesdays. The short Wednesdays were bought with the creation of a seven period day, which allowed the school to count all seven periods for purposes of counting minutes. The short Wednesdays, based upon the results of a staff survey were divided into four categories: technology, literacy, standards and department issues. In addition to these issues other areas that were covered included safety, code red, sexual harassment and special education.

Teachers participate in staff development programs offered by the district and Silver Creek High School. In addition, many take advantage of local college and university classes and workshops offered by the Santa Clara County Office of Education.

Mentor teachers and subject area coordinators support teacher improvement and curriculum development.

Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$55.00 to \$60.00. Students who take five or six required courses may have as many as 6 texts worth a total value of \$330.00 or more.

Textbook losses continue to be a serious district problem that students, parents and teachers must address every year.

The District is making a concerted effort to purchase textbooks that are aligned with the state curriculum and framework guidelines.

Silver Creek is now part of the state's Digital High School program and in addition to seven full computer labs every classroom has at least three computers that are wired to the Internet. Students in every academic discipline, including Special Education and English Language Learners, have access to this technology on a regular basis. In addition computer labs are available for tutoring after school and on Saturdays as well for SAT preparation, term papers, and career and college exploration.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	66,295	64,800
10	66,295	64,800
11	66,295	64,800
12	66,295	64,800

Total Number of Minimum Days

In 2002-2003 there were 24 teacher professional development days.

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	1	1	21
Computer Science			
English	2	5	133
Foreign Language	2	3	65
Mathematics	3	6	161
Science	2	3	79
Social Science	4	13	399

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
12331	8757	71.0

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
478	18	3.8

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment	592	533	641	5693	5590	5952	357789	365907	385181
Percent of Grade 12 Enrollment Taking Test	48.31	55.53	54.60	39.91	40.21	38.17	36.66	37.26	36.63
Average Verbal Score	448	447	455	462	453	460	492	490	494
Average Math Score	491	503	500	500	494	498	516	516	518

College Admission Test Preparation Course Program

Two college evening nights were held. One on financial forms and one regarding college entrance requirements.

Test preparation for the SAT was done by the E-group and was made available to all students. Two sessions per week were offered in preparation as well as pre testing opportunities. About 120 students attended the preparation sessions.

Individual teachers offer Advanced Placement practice sessions to their students after school, on Saturdays, and during vacation days in preparation for the tests.

Degree to Which Students are Prepared to Enter Workforce

Silver Creek offers several programs aimed at preparing students for careers in the fields of legal studies, finance, accounting, computer science, information systems, Pacific Rim International occupations, marketing, telecommunications, electronics and the military. The programs emphasize interdisciplinary career paths, bridges to college, student support and tutoring, internship opportunities and career exploration. Students graduate ready for college and/or work.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	40336	36493
Mid-Range Teacher Salary	63749	59875
Highest Teacher Salary	81733	73992
Average Principal Salary (High)	116652	88392
Superintendent Salary	216285	149543
Percent of Budget for Teacher Salaries	38.52	38.56
Percent of Budget for Administrative Salaries	5.21	5.48

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$176840149	\$7524	\$6969	\$6719

Types of Services Funded

In 2002-2003, the East Side Union High School District received \$200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,375 per student. The graphs below illustrate district income and expenditures.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

Silver Creek received additional funds to provide assistance to students with special needs. The following special programs are offered at the school:

- Adaptive Physical Education
- East Side Electronics Academy
- Education Assistance
- Emergency Immigrant
- Evergreen Valley College Courses
- Gifted and Talented Education
- Institute of Management and Technology
- Learning Handicapped
- Limited English Proficient
- Multi-Service Team
- School Improvement Program
- Speech Therapy
- Student Assistance Program
- Vocational Education
- Migrant Education Program